

Powerful Words Tableau: People who Brought about Change



Language Arts and Drama

Grade
4

RI3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of text.

RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Theatre: 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

3.1 Use a variety of theatrical elements to communicate ideas and feelings.

3.1.c Identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas.



CONNECTED OBJECTIVES

After researching a person who brought about change, students use the actors tools in order to create tableaux (group pose) or wax museums (individual pose) to communicate important ideas and words associated with and about the person.

MATERIALS & RESOURCES

- Artful Thinking organizer for *Perceive, Know, Care About*
- Artwork examples showing Community members
- Actor's Tools Poster
- Steps/Instructions for Tableau, Mirrors, Wax Museum

KEY CONTENT VOCABULARY

- **Change**
- **Community**

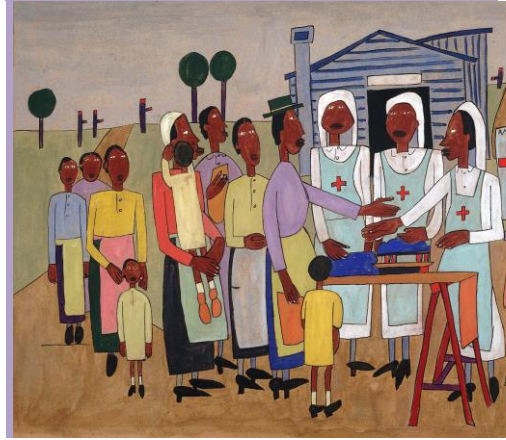
KEY ARTS VOCABULARY

- Tableau
- Acting tools
- Drama cues

A S S E S S M E N T

The students evaluate their own performances and their peers using a tableau assessment rubric for body, cooperation, concentration, level, and accurate setting.

The students reflect and summarize what they learned from each tableau.



L E S S O N S T E P S

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- Introduce tableau (frozen picture) by using *Perceive, Know, Care About* (Artful Thinking Routine) with paintings/images showing members of a community. (Students have to take the role of the character in the painting to answer the questions).
- After examining the character's point of view, have students pose themselves to mimic the scene and characters in the artwork. Shoulder tap: teacher taps shoulder of a person in the tableau. He/she articulates something the character might say or would be thinking.
- The teacher reviews the basic acting tools and skills and directs the students to establish their personal spaces and a point of concentration. The teacher leads the students through a group Mirrors activity, and students practice it in pairs.
- The student pairs practice assuming the positions and postures of characters when the teacher calls out a variety of characters (Show-Me Characters).
- The teacher places students in groups of 4–5 to create tableaux depicting scenes from assigned pages of the text. To guide the students' presentations, the teacher provides a rubric which includes the expectations for the tableau performances.
- The teacher reviews the drama cues that will be used with the tableaux.
- The student groups will work together to create a tableau for each person's research making sure to depict the powerful words of the person's speech and the change these words represented. Each student will step out from the tableau and state the name of the person represented in the tableau and the headline (main idea) to explain the change this person made.
- The teacher conducts a reflective discussion: How did observing or participating in the tableau help you understand what change these famous people brought about? What information about these individuals did you learn by watching the other groups?

EXTENSIONS & OPTIONS SOURCES & RESOURCES

- Pictures will be taken of each tableau for students to create a magazine cover.

MATI Arts Integrated Lesson Plan *Understanding setting in The Horned Toad Prince with tableau* by Lisa DeRimigis, Thunder Hill Elementary School:

http://mdk12.org/toolkit/vsc/arts_lesson_seeds/share/Understanding_Setting_Horned_Toad_Prince.pdf

S u p p o r t i n g D o c u m e n t s

The Actor's Toolkit

Imagination – You must imagine what it *looks like* and what it *feels like* to be the character in the scene. *You*

- Agree to pretend to be characters and objects in different settings.
- Interact with real and /or imagined characters and objects.
- React to imaginary sights, sounds, smells, tastes, and textures.

Mind – In your mind, when you plan, enact, observe and reflect on your work *you*

- Analyze a character's personality, traits, thoughts, and feelings
- Differentiate between reality and fantasy
- Recall and/or retell the predetermined story in correct sequence
- Reflect upon dramatic work to improve its quality.

Voice – If you incorporate *dialogue* to communicate information *you*

- **Vary vocal tone** and pitch to create character voices and/or sound effects
- Create and deliver dialogue that is ***in character*** – accurately communicating information about the character and his/her circumstances
- Speak with **expression** that reflects the personality, traits, thoughts, and feelings of the character.
 - **Project** – speak loudly enough to be heard
 - **Articulate** – speak clearly enough to be understood
 - **Modify** word tempo – speak slowly enough to be understood

Cooperation –its important to cooperate to make the audience *see* the ideas and/or feelings you are trying to communicate as a whole. *You*

- Follow instructions
- **Listen** to peers and the teacher
- **Remain silent** when cued
- **Remain frozen** when cued
- Collaborate with peers and the teachers
- Alter actions and responses based on side coaching—suggestions and prompts provided by the teacher during the drama
- **Demonstrate respect** for ideas contributed by peers

Concentration- You must be able to focus intently on the given drama task. *You*

- Remain **in character**
- Speak only as the character
- Control inappropriate laughter
- **Attend and respond** appropriately to the other characters
- **Disregard actions and noises** unrelated to the drama

Audience- When you are an audience member observing the work of others, you

- Differentiate reality from fantasy
- Agree to pretend and accept the fictional world of drama
- Demonstrate respect for the work of the actors
 - **Watch quietly**
 - **Listen carefully**
 - **Refrain from distracting others**
 - **Show appreciation**

Name: _____

Date: _____

Theme Project: Why do people work in teams?

For this investigation, you will research a group or company to find out how they work as a group and what they have been able to do or accomplish by working together as a team. We have learn how one person can make a big difference. You will choose a group of people or a company that works together to achieve a goal. (Red Cross, SPCA, Military) choose any written or spoken message that communicates important ideas. Think about famous speeches, letters or articles you might already know about. Think of historical figures who were famous for their speeches and writings. Listen to some recordings of famous speeches.

You will be researching a famous spoken or written message and sharing with others what it says to you. You should start by thinking of people who have made contributions to society. You will need to choose someone who has communicated his or her ideas orally or in writing. You will choose one example of this person's writings or speeches to analyze and discuss.

Questions to answer for your research:

1. Who wrote or spoke the message? Give some background information about the person.
2. What led the person to write or speak the message?
3. What ideas was he or she trying to communicate?
4. Why is the message important? What happened because of the message?
5. _____

6. _____

You need to answer at least five research questions for unit three's theme project as you follow the seven steps of the Independent Investigation Method.